

GHPS Pupil Premium Evaluation July 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,845

GHPS sets aspirational targets in all areas for our DA pupils, this allows continual organisational improvement in this area.

It is noteworthy that the school has achieved exceptional outcomes for its DA pupils over the last three years and believes that they will continue to thrive at GHPS.

DA Combined three-year trend:

In 2026 our DA pupils outperformed DA pupils nationally:

- Significantly outperformed DA pupils nationally (+13%)

In 2025 our DA pupils completed the 'triple outcome' for the combined:

- Outperformed non-DA pupils in school (July 2025)
- Significantly outperformed DA pupils nationally (+34%)
(KS2 July 2024 data taken from the Government Key Stage 2 Statistics Service)
- Outperformed non -DA pupils nationally (+13%)
(KS2 July 2024 data taken from the Government Key Stage 2 Statistics Service)

In 2024 our DA pupils for the combined:

- Significantly outperformed DA pupils nationally (+25%)
- Outperformed non -DA pupils nationally (+13%)

Intended outcomes

Intended outcome	Success criteria	Progress against Intended Outcomes	RAG
Quality First Teaching is used for all and targeted to DA pupils,	The school's aspirational target is for disadvantaged pupils to	Year 6 GHPS DA pupils outperformed DA pupils nationally in the combined and in reading, writing and maths.	

enabling them to outperform non-DA pupils nationally and narrowing attainment gaps across the school.	outperform non-disadvantaged pupils both within the school and nationally by the end of Year 6. To achieve this, combined attainment gaps across Years 1–5 must continue to reduce. Curriculum Leads and Phase Leaders have scheduled release time to monitor teaching and planning, provide coaching/support to staff, and oversee curriculum delivery, with evidence of impact seen in lesson observations, planning, books, pupil voice and pupil outcomes. Staff complete targeted professional development in writing, resulting in improved teaching practice, measurable accelerated progress in pupils' writing, and a reduction in writing as a barrier to achieving combined outcomes.	<table><tr><th></th><th>Combined</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>GHPS DA pupils July 2026</td><td>60%</td><td>73.3%</td><td>73.3%</td><td>73.3%</td></tr><tr><td>National DA pupils July 2025 *</td><td>47%</td><td>63%</td><td>61%</td><td>62%</td></tr><tr><td>Difference</td><td>+13%</td><td>+10.3%</td><td>+12.3%</td><td>+11.3%</td></tr></table> *(KS2 July 2025 data taken from the Government Key Stage 2 Statistics Service for the combined) Year 6 GHPS DA pupils didn't outperform non-DA nationally this year but there was only a -9% gap for the combined. <table><tr><th></th><th>Combined</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>GHPS DA pupils July 2026</td><td>60%</td><td>73.3%</td><td>73.3%</td><td>73.3%</td></tr><tr><td>National non -DA pupils July 2025 *</td><td>69%</td><td>80%</td><td>77%</td><td>80%</td></tr><tr><td>Difference</td><td>-9%</td><td>-6.7%</td><td>-3.7%</td><td>-6.7%</td></tr></table> *(KS2 July 2025 data taken from the Government Key Stage 2 Statistics Service for the combined) Data analysis taken from <i>FFT Aspire</i> July 2026 for end of Key Stage 2 <table><tr><th>% Expected for ALL pupils Read/Writ/Maths (combined)</th><th>GHPS</th><th>National</th></tr><tr><td></td><td>78%</td><td>65%</td></tr></table> Data analysis taken from <i>FFT Aspire</i> July 2026 for end of Key Stage 2 <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>GHPS All</td><td>87%</td><td>89%</td><td>84%</td></tr><tr><td>National All</td><td>76%</td><td>75%</td><td>77%</td></tr></table> GHPS pupils: <table><tr><th></th><th>R SS</th><th>R VA</th><th>W SS</th><th>W VA</th><th>M SS</th><th>M VA</th></tr><tr><td>DA</td><td>105.1</td><td>+4.8</td><td>101</td><td>+2.4</td><td>104.3</td><td>+3.9</td></tr><tr><td>Non-DA</td><td>109.1</td><td>+1.7</td><td>104</td><td>-0.4</td><td>106.5</td><td>-0.3</td></tr></table> SS – Standardised Score VA – Value Added This year writing was not a barrier to pupils achieving the expected standard in reading, writing and maths combined. Targeted		Combined	Reading	Writing	Maths	GHPS DA pupils July 2026	60%	73.3%	73.3%	73.3%	National DA pupils July 2025 *	47%	63%	61%	62%	Difference	+13%	+10.3%	+12.3%	+11.3%		Combined	Reading	Writing	Maths	GHPS DA pupils July 2026	60%	73.3%	73.3%	73.3%	National non -DA pupils July 2025 *	69%	80%	77%	80%	Difference	-9%	-6.7%	-3.7%	-6.7%	% Expected for ALL pupils Read/Writ/Maths (combined)	GHPS	National		78%	65%		Reading	Writing	Maths	GHPS All	87%	89%	84%	National All	76%	75%	77%		R SS	R VA	W SS	W VA	M SS	M VA	DA	105.1	+4.8	101	+2.4	104.3	+3.9	Non-DA	109.1	+1.7	104	-0.4	106.5	-0.3
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		professional development in writing, alongside effective monitoring, coaching and support from Writing Lead and Phase Leaders, strengthened teaching and improved pupil outcomes. As a result, pupils made accelerated progress in writing this year, contributing positively to combined attainment.																						
Accelerated progress in reading across the school, ensuring that Year 1 and Year 2 DA pupils achieve 100% in screening and resits. Reading attainment gaps between DA and non-DA pupils in Years 5 and 6 are significantly reduced.	100% of Year 1 disadvantaged pupils who are able to access the Year 1 phonics screening check will achieve the expected standard, excluding those with selective mutism or severe communication and interaction needs. 100% of Year 2 disadvantaged pupils who are able to access the Year 2 phonics resit check will achieve the expected standard, excluding those with selective mutism or severe communication and interaction needs. 100% of Year 3 pupils will be off RWI programme at the end of the autumn term. Year 4 reading gap: < 10% Year 5 reading gap: <15%																							
		GHPS All pupils	National All pupils	Gap																				
		94.7%	83.8%	+10.9%																				
		DA GHPS pupils	National non-DA pupils	Gap																				
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		Data analysis taken from FFT Aspire Year 1 Phonics Early Results Service 2026																						
GHPS isadvantaged pupils achieved exceptionally well in the Year 1 Phonics Screening Check, significantly outperforming both non-disadvantaged and disadvantaged pupils nationally. This success is attributed to the sustained focus on high-quality phonics teaching through weekly RWI professional development for staff, rigorous fidelity to the programme, and timely 1:1 keep-up interventions that enabled identified pupils to rapidly address gaps in learning and keep pace with their peers.																								
Year 2 - 100% of Year 2 disadvantaged pupils who were able to access the Year 2 phonics resit check achieved the expected standard																								
Year 3 – all year 3 pupils off the RWI programme.																								
<table><tr><th>Year Group</th><th>GHPS DA Expected Standard in reading</th><th>GHPS non-DA Expected Standard in reading</th><th>GAP</th></tr><tr><td>2</td><td>50%</td><td>67%</td><td>-17%</td></tr><tr><td>3</td><td>77%</td><td>78%</td><td>-1%</td></tr><tr><td>4</td><td>73%</td><td>91%</td><td>-18%</td></tr><tr><td>5</td><td>67%</td><td>91%</td><td>-24%</td></tr></table>				Year Group	GHPS DA Expected Standard in reading	GHPS non-DA Expected Standard in reading	GAP	2	50%	67%	-17%	3	77%	78%	-1%	4	73%	91%	-18%	5	67%	91%	-24%	
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Action: To further strengthen targeted reading provision for disadvantaged pupils, particularly in Years 4																								

	Year 6 Aspirational Target- DA pupils outperform non-DA pupils in reading.	and 5, through early identification of barriers, precise reading interventions, increased opportunities for reading fluency and comprehension development, and regular progress reviews. Year 6 end of Key Stage 2 (from <i>FFT Aspire</i>): <table><tr><td></td><td>Reading Standardised Score</td><td>Reading Value Added</td></tr><tr><td>GHPS DA</td><td>105.1</td><td>+4.8</td></tr><tr><td>GHPS non-DA</td><td>109.1</td><td>+1.7</td></tr></table>		Reading Standardised Score	Reading Value Added	GHPS DA	105.1	+4.8	GHPS non-DA	109.1	+1.7																															
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All DA pupils, especially DA boys, make accelerated progress in writing, removing writing as a barrier to achieving combined outcomes.	Year 6 Aspirational Target- DA pupils in line with non-DA pupils at the end of year 6. Targeted interventions have contributed to measurable improvements in closing gaps in writing; however, persistent disparities remain in certain year groups. It is essential that these gaps continue to reduce to enable the school to achieve its aspirational objective of ensuring disadvantaged pupils attain parity with their non-disadvantaged peers by the end of Year 6.	<table><tr><td></td><td>% at expected standard for writing for end of KS2</td><td>Gap</td></tr><tr><td>GHPS DA pupils July 2026</td><td>73.3%</td><td></td></tr><tr><td>GHPS non-DA pupils July 2026</td><td>97%</td><td>-23.7%</td></tr><tr><td>National DA pupils July 2025 *</td><td>61%</td><td>+12.3%</td></tr><tr><td>National non-DA pupils July 2025 *</td><td>80%</td><td>-6.7%</td></tr></table> *(KS2 July 2025 data taken from the Government Key Stage 2 Statistics Service for the combined). <table><tr><td>Year Group</td><td>GHPS DA Expected Standard in writing</td><td>GHPS non-DA Expected Standard in writing</td><td>GAP</td></tr><tr><td>1</td><td>69%</td><td>84%</td><td>-15%</td></tr><tr><td>2</td><td>42%</td><td>67%</td><td>-25%</td></tr><tr><td>3</td><td>54%</td><td>78%</td><td>-23%</td></tr><tr><td>4</td><td>73%</td><td>82%</td><td>-8%</td></tr><tr><td>5</td><td>56%</td><td>86%</td><td>-31%</td></tr></table> Attainment gaps remain significant in several year groups and are not yet sufficiently narrow to achieve the school's aim of parity between disadvantaged and non-disadvantaged pupils by the end of Key Stage 2 in writing. As a result, writing will continue to be a strategic priority during 2026-27, ensuring that effective interventions are sustained and refined to secure accelerated progress for disadvantaged pupils.		% at expected standard for writing for end of KS2	Gap	GHPS DA pupils July 2026	73.3%		GHPS non-DA pupils July 2026	97%	-23.7%	National DA pupils July 2025 *	61%	+12.3%	National non-DA pupils July 2025 *	80%	-6.7%	Year Group	GHPS DA Expected Standard in writing	GHPS non-DA Expected Standard in writing	GAP	1	69%	84%	-15%	2	42%	67%	-25%	3	54%	78%	-23%	4	73%	82%	-8%	5	56%	86%	-31%	
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	Analysis of current school data projects that achieving this goal may require up to two years of sustained progress.	Year 1 has seen a notable reduction in the writing attainment gap this year. Evidence suggests that the successful implementation of Colourful Semantics has strengthened pupils' understanding of sentence construction and supported improved writing outcomes, particularly for disadvantaged pupils.	
Pupils' mental health and wellbeing improve, enabling them to regulate their emotions effectively so that emotional challenges do not become a barrier to learning, and they can engage fully with the curriculum."	Behaviour incidents for DA pupils to reduce by 10%. 95% of DA pupils attending therapy groups see improvements in SQ+DQs or all smart targets are met. 97% of parents feel they have the correct tools to support their child with their SEN and mental health needs etc.	Behaviour outcomes for disadvantaged pupils improved significantly throughout the academic year. Disadvantaged pupils accounted for approximately one-third of all behaviour incidents, with incidents reducing markedly over time and only 12 low-level incidents recorded during the summer term. There was also only one suspension involving a disadvantaged pupil, compared with four suspensions involving non-disadvantaged pupils. Targeted pastoral and therapeutic support, alongside strong family engagement, helped pupils develop their emotional wellbeing and self-regulation skills. As a result, disadvantaged pupils were better able to engage positively with school, contributing to improved behaviour outcomes across the year.	
DA pupils' attendance improves consistently, ensuring that absenteeism is not a barrier to learning and all pupils have full access to the curriculum and opportunities for academic and personal development.	Disadvantaged pupils' attendance to increase by 3% to reach 95%. PA for disadvantaged pupils reduces by 10%. PA for DA pupils is below DA PA attendance nationally. Attendance for DA and non-DA pupils are in line.	While whole-school attendance for the academic year was 93.0%, remaining below the FFT national average of 94.65%, the attendance of disadvantaged pupils was a positive area of focus. Attendance for pupils eligible for Pupil Premium was 92.03%, which is above the FFT national figure for disadvantaged pupils (91.85%). This reflects the impact of targeted support, including close attendance monitoring, regular engagement with families, and the involvement of Early Help and other agencies where appropriate. While the attendance of disadvantaged pupils remains below that of their non-disadvantaged peers (93.60%), our disadvantaged pupils continue to attend more regularly than comparable pupils nationally. Reducing this attendance gap will remain a key priority as we continue to work closely with families to address barriers to regular school attendance.	

DA pupils are fully supported to access school life through provision of uniform and financial assistance for trips, ensuring that cost is not a barrier to participation or learning opportunities.	All families who request support with school uniform are provided with necessary items, such as jumpers, shoes, and other essential clothing. All DA pupils can participate in school trips, ensuring access to experiences that enhance their cultural capital	100% of families who have requested help for school shoes uniform, PE kit etc and have been provided with the appropriate items straight away. All DA pupil attended school trips and school supported DA families with the Year 6 residential.																																																			
Double disadvantaged pupils, including DA SEND, achieve accelerated progress, ensuring the attainment gap is consistently narrowed across all year groups.	DA SEND pupils' progress is systematically monitored via the Provision Map, with evidence of accelerated progress where targeted strategies are applied. High expectations are consistently applied to all SEND pupils, demonstrated through differentiated planning and outcomes. Targeted strategies—such as adaptations, mind-maps, pre-teaching key vocabulary, visual timetables, communication in print, access to external agencies, and sensory resources—are	Data analysis taken from <i>FFT Aspire</i> July 2026 for end of Key Stage 2 comparing GHPS SEND pupils and GHPS non-SEND pupils: <table><tr><td></td><td>R SS</td><td>R VA</td><td>W SS</td><td>W VA</td><td>M SS</td><td>M VA</td></tr><tr><td>SEN</td><td>105.2</td><td>+3.6</td><td>102</td><td>+3.3</td><td>102.2</td><td>+1.5</td></tr><tr><td>Not SEN</td><td>109.7</td><td>+0.9</td><td>104.4</td><td>-0.1</td><td>108.3</td><td>+0</td></tr></table> SS-Standardised Score VA-Value Added Year 6 GHPS SEND pupils significantly outperformed SEND pupils nationally for Expected (GHPS SEND 2026 compared to National SEND 2025. KS2 July 2025 data taken from the Government Key Stage 2 Statistics Service). <table><tr><td></td><td>Combined</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>GHPS ALL SEND 2026</td><td>56%</td><td>69%</td><td>69%</td><td>63%</td></tr><tr><td>National ALL SEND 2025</td><td>25%</td><td>45%</td><td>41%</td><td>39%</td></tr><tr><td>Gap</td><td>+26%</td><td>+25%</td><td>+28%</td><td>+24%</td></tr><tr><td>GHPS EHC Plan 2026</td><td>0%</td><td>33%</td><td>0%</td><td>33</td></tr><tr><td>National</td><td>11%</td><td>20%</td><td>13%</td><td>15%</td></tr></table>		R SS	R VA	W SS	W VA	M SS	M VA	SEN	105.2	+3.6	102	+3.3	102.2	+1.5	Not SEN	109.7	+0.9	104.4	-0.1	108.3	+0		Combined	Reading	Writing	Maths	GHPS ALL SEND 2026	56%	69%	69%	63%	National ALL SEND 2025	25%	45%	41%	39%	Gap	+26%	+25%	+28%	+24%	GHPS EHC Plan 2026	0%	33%	0%	33	National	11%	20%	13%	15%
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	effectively implemented and reviewed for impact on pupil progress. Staff complete ongoing CPD in areas including colour semantics, Speech and Language, Makaton, Sensory Processing, use of provision maps, ASD, and specific learning difficulties, with evidence of application in classroom practice.	<table><tr><td>EHC Plan 2025</td><td></td><td></td><td></td><td></td></tr><tr><td>Gap</td><td>-11%</td><td>+13%</td><td>-13%</td><td>+18%</td></tr><tr><td>GHPS SEN Support 2026</td><td>69%</td><td>77%</td><td>85%</td><td>69%</td></tr><tr><td>National SEN Support 2025</td><td>30%</td><td>51%</td><td>47%</td><td>55%</td></tr><tr><td>Gap</td><td>+39%</td><td>+26%</td><td>+38%</td><td>+24%</td></tr></table>	EHC Plan 2025					Gap	-11%	+13%	-13%	+18%	GHPS SEN Support 2026	69%	77%	85%	69%	National SEN Support 2025	30%	51%	47%	55%	Gap	+39%	+26%	+38%	+24%	
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